Middle School

Course Descriptions

ARAGON

ARNOLD

BLEYL

CAMPBELL

COOK

DEAN

GOODSON

HAMILTON

HOPPER

KAHLA

LABAY

SALYARDS

SMITH

SPILLANE

THORNTON

TRUITT

WATKINS

2011

2012

Middle Schools

Aragon Middle School
16823 West Road
Houston, TX77095
(281) 856-5100

ArnoldMiddle School
11111 Telge Road
Cypress, TX77429
(281) 897-4700

BleylMiddle School
10800 Mills Road
Houston, TX77070
(281) 897-4340

CampbellMiddle School
11415 Bobcat Road
Houston, TX77064
(281) 897-4300

CookMiddle School
9111 Wheatland
Houston, TX77064
(281) 897-4400

DeanMiddle School
14104 Reo Road
Houston, TX77040
(713) 460-6153

Goodson Middle School
17333 Huffmeister
Cypress, TX77429
(281) 373-2350

HamiltonMiddle School
12330 Kluge Road
Cypress, TX 77429
(281) 320-7000

HopperMiddle School
7811 Fry Road
Cypress, TX77433
(281) 463-5353

KahlaMiddle School
16212 West Little York
Houston, TX77084
(281) 345-3260

LabayMiddle School
15435 WillowRiver
Houston, TX77095
(281) 463-5800

Salyards Middle School
21757 Fairfield Place Dr.
Cypress, TX 77433
(281) TBA

SmithMiddle School
19325 CypressNorth Houston
Cypress, TX77433
(281) 213-1010

SpillaneMiddle School
17500 Jarvis Rd.
Cypress, TX77429
(281) 213-1645

ThorntonMiddle School
19802 Kieth Harrow Boulevard
Katy, TX77449
(281) 856-1500

Truitt Middle School
6600 Addicks Satsuma Road
Houston, TX77084
(281) 856-1100

Watkins Middle School
4800 Cairnvillage
Houston, TX77084
(281) 463-5850

Enrollment Information for New Students

A middle school student new to the school district should report with parent or guardian to the counselors' office with the following documents.

1. A birth certificate

2. Immunization records as follows:

   A validated document of immunization issued by a public health clinic or one signed by a licensed physician* that includes the following.

Polio	3 doses if last dose is on/after 4th birthday**OR** 4 doses if 3rd dose is prior to 4th birthday
DTP/DtaP	3 doses for children 7 years of age and older; last dose required after the 4th birthday with booster every 5 years
DT booster	Every 5 years
MMR (Measles, Mumps, Rubella)	2 doses; 1st dose on/after 1st birthday
Hepatitis B	3 doses
Varicella (Chicken Pox)	1 dose or parent/physician statement of chicken pox illness; if 1stdose given at/after age 13, 2 doses required
Meningococcal	1 dose for 7th grade entry

   Proof of DT booster and/or second measles vaccine must be presented to the school nurse at the beginning of the semester in which they are due. Parents and students will be notified when vaccines are due. *Immunization records from a previous school are also acceptable.

IMPORTANT NOTES

- *Immunization requirements differ for younger children. Parents of elementary school-age children should consult with the elementary school nurse.*

3. *A copy of his/her academic record from the previous school*

4. A copy of his/her TAKS Confidential Student Report for the most recent test administration (students enrolling from another Texas school)

5. Social Security number

6. Proof of residency in the district (lease agreement, proof of home ownership, etc.)

Middle School Grading System

Academic Grades:			Conduct Grades:		
90 -100	=	A Excellent		E	= Excellent
80 – 89	=	B Good		S	= Satisfactory
75 – 79	=	C Average		I	= Improvement Needed
70 – 74	=	D Passing	U		= Unsatisfactory
Below 70	=	F Failing			

Middle School Course Offerings
2011-2012

In compliance with the Texas Education Agency, Cypress-FairbanksIndependentSchool District provides daily instruction for middle school students in these core curriculum areas: language arts, reading, mathematics, science, social studies, and physical education. Although the number of required courses is comprehensive, middle school students may also enroll in elective courses. Students attend school **seven** periods each day. Each period is approximately fifty minutes in length. In lieu of an elective, some students may be required to take an additional period of mathematics, language arts, or reading based on their performance in the subject the previous year.

The following information should assist students and parents in making elective choices and in designing the student's academic plan for middle school. The number of semesters either required or available is indicated. In the table below, the following codes are used.

- # Number of semesters
- R Required course
- E Elective course

Courses		6	7	8	#	Information/Prerequisites
REQUIRED COURSES						
Language Arts		R	R	R	6	
Reading		R	R	R	2-6	Students in 7th& 8th grade may be exempted.
Mathematics		R	R	R	6	
Science		R	R	R	6	
Social Studies		R	R	R	6	
P.E.	Physical Education	R			2	
	Physical Education/ Athletics		R	R	3-4	Students must take a minimum of three semesters of physicaleducation or athletics during the 7th and 8th grades.
Technology Applications			R	R	0	The Technology Applications TEKS are integrated into the language arts, math, science, and social studies curriculum in 6th, 7th, and 8th grades.
ELECTIVE COURSES						
Grade 6 - Choose one (1) elective.						
Art/Music/Speech (AMS)		E			2	
Art/Music/Theatre Arts (AMT)		E			2	
Art (full year)		E			2	
Choir (full year)		E			2	
Theatre Arts (full year)		E			2	
Beginning Band		E			2	
Beginning Orchestra		E			2	
Grades 7 and 8 - Choose 1 ½ - 2 ½ electives.						
Language Arts	Professional Communications (formerly Comm Appl)		E	E	1	½ high school credit – See placement criteria on page 4.
	Intermediate Professional Communications (formerly Int. Comm Appl)		E	E	2	½ high school credit – See placement criteria on page 4. Students mustcompletebothsemesters to receive the ½ high school credit.
	Advanced Speech			E	1 or 2	Not taken for high school credit

Courses		6	7	8	#	Information/Prerequisites
Languages Other Than English	Spanish I A		E		2	½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.
	Spanish I B			E	2	½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.
	Spanish I		E	E	2	1 high school credit - See placement criteria on page 4.
	Spanish II			E	2	1 high school credit - See placement criteria on page 4.
	Spanish for Native Speakers II		E	E	2	1 high school credit - See placement criteria on page 4.
	Spanish for Native Speakers III K – IV AP			E	2	2 high school credits - See placement criteria on page 4.
	French I A		E		2	½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.
	French I B			E	2	½ high school credit - See placement criteria on page 4. Student must take both semesters to receive high school credit.
	French I		E	E	2	1 high school credit - See placement criteria on page 4.
	French II			E	2	1 high school credit - See placement criteria on page 4.
Fine Arts	Art Design		E	E	1	
	Art		E	E	2	
	Advanced Art		E	E	2	See placement criteria on page 23.
	Art I			E	2	1 high school credit - See prerequisite on page 4.
	Beginning Theatre Arts		E	E	1 or 2	
	Intermediate Theatre Arts		E	E	2	Teacher recommendation is required.
	Advanced Theatre Arts			E	2	Teacher recommendation is required.
	Band		E	E	2	
	Orchestra		E	E	2	
	Choir		E	E	2	
Other Electives	Touch System Data Entry		E	E	1	½ high school credit
	Business Information Management I			E	2	1 high school credit – See prerequisite on page27.
	Principles of Human Services and Hospitality/Tourism			E	2	1 high school credit
	Career Portals: Family and Consumer Sciences		E	E	1	Prerequisite course for Exploring Foods and Fabrics
	Concepts of Engineering and Technology		E	E	2	1 high school credit
	Principles of Manufacturing		E	E	2	1 high school credit
Local Electives *	Introduction to Web Mastering			E	1	Application and interview with teacher
	Introduction to Computer Science			E	1	Application and interview with teacher
	Exploring Foods and Fabrics		E	E	1	Student must successfully complete Career Portals: Family and Consumer Sciences prior to this course.
	Newspaper		E	E	1 or 2	Counselor or teacher approval is required.
	Yearbook		E	E	1 or 2	Counselor or teacher approval is required.
	Teen Leadership		E	E	1	

***Students may enroll in only one local elective per semester.**

Key Features of Curricular and Instructional Plan

ADVANCED STANDING COURSES

Grades 7 and 8

Advanced standing courses are those subjects for which a student qualifies a year or two earlier than in the usual sequence. Students may enroll in the advanced standing courses if they meet the qualifying criteria.

1. **Algebra I– 8th Grade** – An **75+** average in seventh-grade Level-1 Math or a **75+** average in seventh-grade on-level math plus completion of "Accelerate to Algebra" with an **75+** average in summer school.

2. **Art I – 8th Grade** – Successful completion of previous art course and portfolio approval by art teacher.

3. **ProfessionalCommunications– 7th or8th Grade**

   a) **ProfessionalCommunications**– **75+** average in language arts/reading during the previous year.

   b) **IntermediateProfessional Communications–** Speech or Theatre teacherrecommendation plus a **75+** average in language arts during the previous school year.

4. **Languages Other Than English**

   a) **Spanish IA/French IA – 7th Grade** – **75+** average in language arts during the previous year. Also, consideration should be given to whether the student passed the reading portion of TAKS.

   b) **Spanish IB/French IB – 8th Grade** – Successful completion of Level IA with an average of **70+**.

   c) **Spanish I/French I – 7th Grade** – Second semester average of **85+** in 6th-grade on-level language arts or **80+** in Level-1 or HORIZONS language arts.

   d) **Spanish I/French I – 8th Grade** – Second semester average of **85+** in 7th-grade on-level language arts or **80+** in Level-1 or HORIZONS language arts.

   e) **SpanishII/French II – 8th Grade–** Students who complete Level-I in the 7th grade with an average of **70+** may take Level II. If Level II is not available at the middle school campus, students may take the course at a high school campus in the 8th grade.

   f) **Spanish for Native Speakers Level II– 7th or 8th Grade** –Students who have Spanish language background and score a**70+**on the placement assessment may take this course. Students who enroll after the first semester must have been previously enrolled in the first semester of an equivalent course.

   g) **Spanish for Native Speakers Levels III K, IV AP– 8th Grade**– Students who have successfully completed Native Speakers Level II in 7th grade with a **70+**may take this course.

High School Credit for Middle School Courses

Middle school students who meet entry criteria may begin preparation for high school by taking Algebra I, Art I, Professional Communications, French I-II, Spanish I-II, or Spanish for Native Speakers II, IIIK, IV AP. These courses will count for credit toward graduation, but in most cases, will not count in determining class rank. Spanish for Native Speakers III K and IV AP, Geometry, and Biology will count in the student's class rank and GPA calculations.

These high school courses require extensive study and are academically demanding. Because of the rigorous nature of these courses, it is imperative that students meet the entry criteria for advanced standing courses and maintain eligibility to remain in the course for the duration of the school year.

Students taking high school credit courses in middle school must adhere to the high school passing standards. To receive credit for a high school course, the student must make at least a 70 average for the second semester of a full year course and must have an overall average of 70 or better. Students not meeting this standard must retake the <u>entire course</u> in high school.

Other High School Credit Opportunities

Eighth-grade students may earn additional high school credits in Principles of Human Services and Hospitality/Tourism (1), Business Information Management I (1), Touch System Data Entry (½),Concepts of Engineering and Technology (1), and Principles of Manufacturing (1)**.**

Seventh-grade students may earn additional high school credit in Touch System Data Entry (½), Concepts of Engineering and Technology (1), and Principles of Manufacturing (1).

Additional high school credit may be earned by eligible students who attend summer school after the 6th, 7th, or 8th grade. The summer school brochure will outline courses available for each grade level.The following courses are offered during summer school if the minimum enrollment numbers are met: Business Information Management I (1), Art I (1), Professional Communications (½), Health (½),Touch System Data Entry(½), Physical Education (1), and World Geography (1).

Credit-By-Exam Without Prior Instruction for Original Credit

In accordance with the Texas Education Code, Cypress-Fairbanks I.S.D. will administer examinations for specified courses to eligible students. Credit-by-exam will serve primarily as the vehicle for students to be given credit for a course they have not yet taken formally. The passing standard is a grade of 90+. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student's transcript.Students wishing to exercise this option should see their counselor for an application. The exams are scheduled periodically throughout the school year.

Credit-By-Exam With Prior Instruction

Students who have engaged in study in a curriculum that cannot be matched exactly with the required TEKS of a course may consider credit-by-exam. These students may have studied in a foreign country, a non-accredited school, home school, or want credit for summer enrichment courses both in and out of state. The passing standard is a grade of 70+. The passing grade and on-level credit earned on credit-by-exams taken for high school credit courses will be placed on the student's transcript. A fee of $30.00 is charged for each credit-by-exam with prior instruction. For more information, see your counselor. Students may not take credit-by-exam during the semester they are enrolled in the same course.

Note: Suitable documentation of prior instruction must accompany the application. Private tutoring and self study do not constitute officially-documented instruction.

HORIZONS

HORIZONS is the name of the program for students identified as gifted/talented. The courses are designed to meet the unique needs of gifted students in CFISD. Parents may refer their children to be tested for the gifted program annually through the Open Referral Period beginning October 1 and ending the last school day in November. If you need more information about gifted students and the gifted program, please visit the HORIZONS Gifted & Talented website and view the PDF, "Should I Refer My Child…" Parents who feel that their child is demonstrating characteristics of gifted behavior would need to contact the director of instruction at the campus during the Open Referral period to refer students for testing.

IDENTIFIED GIFTED STUDENTS

The identified-only courses for HORIZONS students include HORIZONS World Cultures and Science, grade 6; HORIZONS Texas History and Science,grade 7; and HORIZONS United States History and Science, grade 8. Students identified as gifted will participate in all identified-only courses.

Other courses appropriate for HORIZONS students are designated "HORIZONS/Level-1." These courses are for HORIZONS, as well as other academically-advanced students, and include reading, grade 6; language arts, grades 6-8; mathematics, grades 6-7; and Algebra I, grade 8. Identified HORIZONS students who are enrolled in the designated HORIZONS/Level-1 courses must maintain the Level-1 criteria to remain enrolled in the course(s).

SPECIAL EDUCATION

Students experiencing significant difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Admission, Review, and Dismissal (ARD) committee.

If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan (IEP) is developed. Instruction designed to meet a student's unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) basic skills classroom, (d) self-contained classroom, or (e) instruction on a separate campus. Related services necessary for the student to benefit from special education may also be provided.

Advanced Classes Entry/Exit Criteria

Advanced Classes

Level-1 classes move at a faster pace, include different types and numbers of assignments, and demand more out-of-class time to complete tasks and required reading than on-level classes. Students are expected to be independent, self-directed learners. Students enrolled in advanced classes in reading, language arts, math, science, or social studies should have an interest in and an aptitude for the subject.

Advanced Classes Entry/Exit Criteria

Eligibility for Entry into Level-1 Classes in Grades 6, 7, and 8

1. Students must earn a grade of "A," "B," or "C" in the previous Level-1 or on-level class in the same subject area.

2. Students must have parentpermission to enroll in a Level-1 class.

   NOTE- Middle school math placement exceptions:

   In addition to meeting Level-1 class requirements, students who were not enrolled in Level-1 math classes during the school year must attend and make an "A," "B," or "C" in the appropriate summer program listed below.

   6^{th} grader $\rightarrow$ 7^{th} grader – Moving Up in Math (12 days)
   7^{th} grader $\rightarrow$ 8^{th} grader – Accelerate to Algebra (24 days)

The grade requirement in #1 above is to be based on the yearly average. Because placement recommendations are made in February, grades must be checked twice. The first check is for registration purposes; the second check at the end of the year is for verification of appropriate placement.

Removal from Level-1 Class

1. Students who receive a "D" average for the semester will be removed from the Level-1 class and placed in an on-level class for the following semester.

2. If a student makes an "F" for any grading period, he/she will be placed in an appropriate on-level class for the remainder of the school year.

3. A student making below an 80 average at the end of the third week of a grading period may, upon his/her request and parent approval, be placed in an appropriate on-level class for the remainder of the school year.

4. A student may, upon his/her request and with parent approval, transfer from a Level-1 class to an appropriate on-level class at the end of any six-weeks' grading period.

NOTE: The Level-1 entry/exit criteria apply to all HORIZONS students enrolled in HORIZONS/Level-1 cluster classes.

ImportantReminders

Student Success Initiative

The Student Success Initiative was created by the Texas Legislature in 1999 to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. This initiative also requires students to pass state assessments in order to be promoted at the following grade levels.

- In 5th grade, students must pass reading and mathematics TAKS or TAKS (Accommodated) to be promoted to the 6th grade.
- In 8th grade, students must pass reading and mathematics TAKS or TAKS (Accommodated) to be promoted to the 9th grade.

In addition to the Student Success Initiative grade advancement requirements, state law also requires that high school students pass the Grade 11 Exit Level TAKS tests in English, mathematics, social studies, and science along with meeting their course requirements, to receive a diploma from a Texas public high school.

Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. For students in 5th or 8th grades, the grade placement committee makes decisions in these situations.

- When a student has not met the passing standard after two testing opportunities, a grade placement committee, consisting of the principal, teacher, and parent or guardian, decides the most effective way to support the student's academic success.
- A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to place the student at the next grade level if all members agree that the student is likely to perform on grade level with additional instruction.

High School Graduation Plans

The State Board of Education (SBOE) gave final approval on November 17, 2006, to two upgraded high school graduation plans that increase the number of mathematics and science credits, as well as the total number of course credits, that students must earn to receive a diploma. This action comes in response to HB1, passed by the legislature in 2006, which requires students to earn four credits in each of the core subject areas: mathematics, science, English, and social studies. The SBOE increased the total number of credits required for graduation under the Recommended High School Program (RHSP) and the Distinguished Achievement Program (DAP) from 24 to 26. Please be aware that nothing has changed with the third graduation option: the Minimum High School Program.

Students are required to complete four high school math and science credits under the two revised graduation plans. Taking four math and science courses in grades 9-12 should make the transition to college courses in those subjects smooth.

Presently, our students may earn high school credits in middle school and in summer school. Many of our current middle school students have already included these alternatives in their six-year plans. In the 2008-2009 school year all high schools increased the number of class periods from six (6) to seven (7). This change allows students to earn as many as 28 credits prior to graduation — two more than required for the RHSP.

End-of-Course Assessments (Class of 2015 and Beyond)

Current law mandates that students in the Class of 2015 will take the following end-of-course (EOC) assessments instead of TAKS tests. Courses with EOC assessments for students who graduate under the RHSP are listed in the chart below.

English	Mathematics	Science	Social Studies
English I	Algebra I	Biology	World Geography
English II	Geometry	Chemistry	World History
English III	Algebra II	Physics	US History

NOTES

Graduation Requirements for the Classes of 2014and Beyond

Students who enter the ninth grade in the **fall 2010 and thereafter** must enroll in courses necessary to complete the *Recommended High School Program* or the *Distinguished Achievement Program* unless the student, parent, and a school counselor agree that the student should be permitted to take courses under the *Minimum High School Program*. Students should study the table below which outlines requirements for the *Recommended High School Program* and the *Minimum High School Program*. Then, using the list of course descriptions that follow, students should select and register for courses. Note that students graduating under the *Recommended High School Program* will need to schedule additional courses not required for the *Minimum High School Program*. Counselors at each high school will furnish all other information necessary for students to complete registration.

Courses	Recommended High School Program	Minimum High School Program	Notes
English	4	4	
PACE (Personal, Academic, & Career Exploration) Beginning Fall 2011 replaces AAS **or** PACE Plus Beginning Fall 2011 replaces SAS	½ **or** 1	½ **or** 1	• One-half credit is required in grade 9 • One credit is required for all 9th-grade students who did not pass all 8th-grade core academic classes (language arts, reading, math, science, and social studies) and who have not met the state standards on any 8th-grade reading, math, science, and social studies TAKS test. • Beginning ESL students, intermediate ESL students, and special education students in need of support are also required to take this year-long class.
Mathematics	4 Algebra I, Geometry, Algebra II, and an additional math course	3 must include Algebra I, Geometry	• Beginning with the Class of 2014 (ninth graders entering high school during fall 2010), CFISD will require that all students take 4 math course in grades 9-12 for the Recommended Program. • Math Models with Applications may satisfy the requirement for the additional math credit only if taken prior to Algebra II. • AP Computer Science may satisfy the requirement for the additional math credit only if taken after successful completion of Algebra II.
Science	4 Biology, Chemistry, Physics, and an additional science course	2 Integrated Physics and Chemistry, Biology **or** 3 Biology, Chemistry, and Physics	• Integrated Physics and Chemistry may satisfy the requirement for the additional science credit if taken prior to Chemistry and Physics. • All students entering high school in fall 2010 or beyond will take Biology in ninth grade.
U.S. History	1	1	
World History	1	1	
World Geography	1		
Government	½	½	
Economics	½	½	

Health **or** Principles of Health Science	½ **or** 1	½ **or** 1	• Health may be taken in any grade or taken through correspondence, summer school, or through credit-by-exam.
Physical Education	1	1	• Students may earn a maximum of four (4) credits in P.E. toward graduation—including athletics. Students enrolled in the regular physical education program must take Foundations of Personal Fitness. • Students may meet the PE requirement through after school participation in the fall semester of marching band and cheerleading, and both semesters of drill team and JROTC. Students may also meet the physical education requirement if they participate in a district-approved Olympic caliber, off-campus training program. • Physical education credit may be earned through approved correspondence courses.
Languages other than English (Foreign Language)	2		• Students may take any two levels of the same foreign language to meet the requirements for the Recommended High School Program. Foreign language credits earned in middle school will count toward this requirement.
Speech	½	½	• These courses meet the requirement: Professional Communications (½), Communication Applications (½), Debate I (1), or Oral Interpretation I (1).
Fine Arts	1	1	• Approved fine arts courses include art, music, dance, and theatre courses.
Academic Elective: World Geography **or** Science Elective		1	
Electives	4½	3½ to 5½	• Must be state-approved courses.
Total State Credits Required	**26**	**22**	

Distinguished Achievement Program

Students desiring to earn the Distinguished Achievement Program transcript must complete the requirements for the Recommended High School Program plus **one additional credit in languages other than English (foreign language)** and any combination of four advanced measures selected from the following options:

- A score of three or above on The College Board Advanced Placement Examination.
- A grade of 3.0 or higher on courses that count for college credit, including tech-prep programs and dual credit courses.
- Original research/project conducted under the direction of mentor(s) reported to an appropriate audience and judged by a panel of professionals in the field that is the focus of the project. Original research may not be used for more than two measures.
- A score on the PSAT that qualifies a student for recognition in one of these ways: (1) Commended Scholar or higher by the National Merit Scholarship Corporation, (2) National Achievement Scholarship Program for Outstanding Black Students, or (3) National Hispanic Scholar Program. *Note: The PSAT score may only count as one advanced measure, regardless of the number of honors received by the student.*

Note: Math Models with Applications and AP Computer Science may not serve as math credits on the Distinguished Achievement Program (DAP). Additionally, Integrated Physics and Chemistry may not serve as a science credit on the DAP.

Testing Requirements for Graduation

In addition to meeting specific course requirements listed previously, as mandated by Texas law, students must pass all sections of the Exit-level Texas Assessment of Knowledge and Skills (TAKS). The testing occurs in grades 9, 10, and 11 as described below. Students must pass the Exit-level tests to receive a high school diploma.

Grade 9: See note below.

Grade 10: Students take TAKS tests in English language arts, mathematics, science, and social studies. Students who do not demonstrate mastery on one or more sections of the tenth-grade TAKS exam may be required to take additional academic courses designed to help them overcome deficiencies prior to taking the Exit-level TAKS in grade eleven.

Grade 11: Exit-level TAKS – **TheTAKS tests are designed to measure academic skills, higher-order thinking skills, and problem-solving in English language arts, mathematics, science, and social studies. The Exit-level tests will cover material from the following academic subjects.**

- English language arts**, including at least English III and Writing**
- Mathematics, **including at least Algebra I and Geometry**
- Social Studies**, including early American History, United States History, and content common to World Geography and World History**
- Science, **including at least Biology I and Integrated Physics and Chemistry**

Students who do not demonstrate mastery on one or more sections of the Exit-level TAKS may take the failed section as often as it is given.

Special education students will take the TAKS, TAKS-Accommodated, TAKS-Modified, TAKS-Alternate, or may be exempt from this requirement as determined by the student's ARD committee.

> **NOTE**: Ninth graders entering high school in fall 2011 (Class of 2015), will take four end-of-course (EOC) exams, Algebra I, English I, World Geography, and Biology I (or an exam for whichever course they are taking).

Graduation Requirements for Students in Special Education

Graduation requirements for students in special education are determined by the student's admission, review, and dismissal (ARD) committee. Special education students will take the TAKS, TAKS-Accommodated, TAKS-Modified, TAKS-Alternate, or may be exempt from this requirement as determined by the student's ARD committee.

Students who receive special education services, enter ninth-grade in the fall of 2004 and thereafter, and complete the same credit, assessments, and curriculum requirements (i.e., no content modifications) as students in general education may graduate under the Minimum, Recommended, or the Distinguished Achievement Programs. On the other hand, students who receive special education services with modifications in state assessments and/or curriculum (e.g., are enrolled in co-teach, resource, adaptive behavior, and/or life skills) will qualify to graduate under the Minimum High School Program only.

Other Things You Should Know About

Internet

The web site address for the Student Assessment Division at the Texas Education Agency is www.tea.state.tx.us/student.assessment. At this web site under "Students and Parents," you can find information about the student assessment program, testing requirements for high school graduation, the testing calendar, the released tests, statewide testing results, and technical information about the testing program.

TAKS Performance

In preparing to take the exit-level TAKS, you may want to pay special attention to how you did on the middle school TAKS tests. Your performance is a good indicator of how well you are progressing in English/language arts, math, and social studies. If you were weak in some areas, you may want to focus on improving those skills before you take the exit-level test.

State Programs Supporting Texas Students

The State of Texas has developed several programs to encourage students to pursue a strong academic high school program which will adequately prepare them for further study and to face challenges in the twenty-first century work place. These programs focus onadmissions, grants, tuition exemptions, and financial aid, which will enable well-prepared, eligible students to attend public and non-profit institutions of higher learning in the State of Texas. **Some programs specify that students must graduate under the RecommendedHigh School Program.**

Top Ten Percent Admissions

Applicants from accredited Texas schools who graduate in the top ten percent of their high school class shall be admitted to a general academic institution if the students meet the following conditions:

- apply no later than two years after graduating from high school;
- submit a completed application prior to filing deadlines set by the college;
- graduate under the Recommended High School Program; and
- provideadditional documents requested by the college, including essays, letters of recommendations, admissions tests, and high school transcript.

Note: Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps (e.g., University of Texas).In some instances, students may be admitted to the university but not to the college of choice within the university. Colleges may admit students on a first-come-first-admitted basis or may use a lottery system.

Toward Excellence, Access, and Success (TEXAS) Grant Program

The TEXAS Grant Program establishes grants to cover tuition and fees to Texas public and independent colleges and universities including community colleges and technical schools for students with financial need who successfully complete the Recommended or Distinguished Achievement High School Graduation Programs. To be eligible, students must not have been convicted of a felony or crime involving a controlled substance.

Students who continue in college and who meet program academic standards can receive awards up to 150 semester credit hours or six years, whichever occurs first. In the first year of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75 percent of the hours taken in the prior semester, plus an overall grade point average in college of at least 2.5 on a 4.0 scale.

Awards will be made through the financial aid office of the college/university. Persons interested in the program should contact the college/university financial aid office to find out about deadlines and procedures.

Texas Educational Opportunity Grant (TEOG)

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or public state colleges in Texas. Students must be a Texas resident, have a financial need, enroll in the first thirty hours in college, must register with the Selective Service or be exempt, and have not been convicted of a felony or a crime involving a controlled substance.

Early High School Graduation Scholarships

Students who graduate from a Texas public high school early, thirty-six (36) to forty-six (46) months, and complete the Recommended or Distinguished Achievement High School Program may be eligible for an early graduation award to pay tuition and mandatory fees while attending public or independent colleges in Texas. Awards at independent colleges must be matched by the institution. Eligible students must be a U.S. citizen, must register with the Selective Service or be exempt.

The amount of the scholarship varies based on number of consecutive months of attendance combined with number of college credit hours.

Other Texas Financial Aid Programs

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available including a tuition rebate program from Texas public universities, the Texas B-On-Time student loan program, a student loan with cancelledprovisions for teachers (Teach for Texas), and the Tuition Equalization Grant (TEG). Students should begin preparing for these opportunities early in their high school years. Students should develop a portfolio which shows evidence of high achievement in a strong academic program as well as contributions to the school and community by participating in extracurricular activities and community organizations and projects. **(Reminder: Some financial aid programs require students to graduate under the RecommendedHigh School Program.)**

General Information

Texas Financial AidInformationCenter
Toll free: 1-877-782-7322 or 1-888-311-8881

Texas Higher Education Coordinating Board
Web Address: www.thecb.state.tx.us

Texas Guaranteed Student Loan Corporation
Web Address: www.AdventuresInEducation.org

Exemption Information
1-800-242-3062, ext. 6387 (unmanned)

Tract sheet and links to other sources
Web Address: www.collegefortexans.com

PART I: Required Courses

LANGUAGE ARTS

Language Arts, Grades 6-8
On-level

The goal of the middle school language arts curriculum is to develop, strengthen, and broaden a student's understanding and use of language in its many forms – reading, writing, viewing, speaking,and listening. These forms of language are not considered separately, but are fused to produce an integrated program. The curriculum and the instructional strategies are designed to assist students in becoming increasingly more effective and appreciative receivers and users of language.

Students are provided direct instruction, modeling, practice, and application of the purposes and forms of writing for a variety of audiences. As students read and respond to various genres such as short stories, novels, poetry, drama, and also nonfiction selections, they grow in their appreciation and understanding of literature and of themselves.

Language Arts, Grades 6-8
Level-1 and HORIZONS

This course is for HORIZONS, as well as other academically advanced students. These students follow the same scope and sequence as on-level students. Through increased rigor, deeper thinking, and the development of advanced-level products, students will further refine their reading and writing skills.

Language Arts, Grades 6-8
English as a Second Language (ESL)

This course for the English language learner focuses on the fundamental English language skills of reading, writing, speaking, and listening. Instruction in such skills is accommodated to meet the varying needs of students who are at different stages of English language acquisition. The class uses strategies and methods of English as a Second Language in order to parallel the language arts courses in grades 6-8. Students enrolled in ESL classes should also take a reading class. Student placement in an appropriate ESL level is determined by standardized test scores, an oral proficiency test (IPT), and the recommendation of the Language Proficiency Assessment Committee (LPAC).

READING

Reading, Grade 6
On-level

The elementary developmental reading program culminates in this required course for all sixth-grade students. The instructional emphasis is on mastery of the Texas Essential Knowledge and Skills (TEKS) and the application of reading skills to content-area disciplines, to study skills, and to recreational reading.

Reading, Grade 6
Level-1 and HORIZONS

Prerequisite – Level-1 entry requirements must be met.

Students will master all reading TEKS and the study skills required of sixth graders through literacy studies, interdisciplinary units, and problem-solving activities.

Reading, Grades 7 and/or 8

This two-semester course is designed for students who need to improve their reading skills. Enrollment in a reading course in the 7th and 8th grade is based on classroom performance, reading proficiency, and test results. Students develop skills in word recognition, vocabulary, fluency and understanding, comprehension, study strategies, and research. Students read a variety of materials, including, fiction, non-fiction, and content-area selections.

MATHEMATICS

For all 6th grade math students and their parents, please note these important reminders:

- *Students are required to complete 4 math credits for the Recommended Program.*
- *CFISD requires that <u>all</u> students take 4 math courses in grades 9-12. These math courses will be included in a student's GPA calculation. If a student takes Algebra I in 8th grade, the Algebra I course will not be included in the student's GPA calculation.*

Math, Grade 6
On-level

In sixth-grade mathematics, students will strengthen their knowledge of basic facts and operations and gain expertise in problemsolving by selecting and matching strategies to given situations. The primary focal points are using ratios to describe proportional relationships involving numbers, geometry, measurement, and probability, and adding and subtracting decimals and fractions. Problemsolving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all concepts. Students use these processes together with technology (calculators and computers) and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems.

Math, Grade 6
Level-1 and HORIZONS

Prerequisite – Level-1 entry requirements (pg. 7) must be met.

Level-1 students in Grade 6 study all Texas Essential Knowledge and Skills required for Grade 6 and a portion of the Texas Essential Knowledge and Skills for Grade 7.

The additional content will include applying multiplication and division of decimals and fractions, and operations (addition, subtraction, multiplication, and division) of integers. Calculators and computers will be used throughout the course along with additional mathematical tools such as manipulatives todevelop concepts to solve problems. These accelerated students are preparing for Algebra I (a high school course) in eighth grade.

For all 7th grade math students and their parents, please note these important reminders:

- *Students are required to complete 4 math credits for the Recommended Program.*
- *CFISD requires that <u>all</u> students take 4 math courses in grades 9-12. These math courses will be included in a student's GPA calculation. If a student takes Algebra I in 8th grade, the Algebra I course will not be included in the student's GPA calculation.*

Math, Grade 7
On-level

In seventh-grade mathematics, students will continue to refine their problem-solving strategies as they explore mathematical relationships in increasingly complex situations. The primary focal points are using proportional relationships in number, geometry, measurement, and probability, applying addition, subtraction, multiplication, and division of decimals, fractions, and integers, and using statistical measures to describe data. The use of calculators and computers will be incorporated throughout.

Math, Grade 7
Level-1 and HORIZONS

Prerequisite – Level-1 entry requirements (pg. 7) must be met, and on-level students must complete "Moving up in Math" during the summer after sixth grade with a 75+average.

Level-1 students in Grade 7 study the remaining portion of the Texas Essential Knowledge and Skills not previously studied in Level-1 Math in Grade 6 as well as all the Texas Essential Knowledge and Skills required for Grade 8.

The content will include the use of all concepts in application and problem-solving situations as well as using the basic principals of algebra. Calculator and computer use will be incorporated throughout the course. These accelerated students are preparing for Algebra I (a high school course) in eighth grade.

For all 8th grade math students and their parents, please note these important reminders:

- *Students are required to complete 4 math creditsfor the Recommended Program.*
- *CFISD requires that <u>all</u> students take 4 math courses in grades 9-12. These math courses will be included in a student's GPA calculation. If a student takes Algebra I in 8th grade, the Algebra I course will not be included in the student's GPA calculation.*

Math, Grade 8
On-level

In eighth-grade mathematics, the students will use all concepts in application and problem-solving situations. Calculator, computer, and cooperative learning activities are integrated throughout the course. The primary focal points are using basic principles of algebra to analyze and represent proportional and non-proportional relationships, and using probability to describe data and make predictions. All students are preparing for Algebra I in ninth grade.

Algebra I, Grade 8
Level-1 and HORIZONS

Prerequisite – See page 4 and7.

(1 High School Credit)

Algebra I begins the study of functions. Functions represent the systematic dependence of one quantity on another. Students use functions to represent and model problem situations and to analyze and interpret relationships. Students work in many situations to set up equations and use a variety of methods to solve these equations. A variety of representations (concrete, numerical, algorithmic, and graphical), tools, and graphing calculators are used to model mathematical situations and solve meaningful problems.Course work concentrates on foundations for functions, linear functions, and quadratic and other nonlinear functions.Students successfully completing Algebra I in eighth grade will receive high school credit and should enroll in geometry in ninthgrade.

SCIENCE

Science, Grade 6
On-level and Level-1

Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the *Matter and Energy*, and the *Force, Motion, and Energy* strands within 6th grade science. These physical science topics will also form the foundation in which we investigate the remaining three strands throughout the year.

The strands for Grade 6 include:

(A) Scientific investigations and reasoning.

(B) Matter and energy. Students will study the classification of mater and investigate the differences between elements and compounds as well the various physical properties of different types of elements. Students will also investigate various types of energy resources, specifically their origins and uses.

(C) Force, motion, and energy. Energy occurs in two types, potential and kinetic, and can take several forms. Thermal energy can be transferred by conduction, convection, or radiation. It can also be changed from one form to another. Students will investigate the relationship between force and motion using a variety of means, including calculations and measurements.

(D) Earth and space.

(E) Organisms and environments.

Science, Grade 6
HORIZONS

Prerequisite –HORIZONS Program identification

HORIZONS students follow the same scope and sequence as on-level and Level-1 students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open-ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

Science, Grade 7
On-level and Level-1

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the *Organisms and the Environment* strand within 7th grade science. These life science topics will also form the foundation in which we investigate the remaining four strands throughout the year.

The strands for Grade 7 include:

(A) Scientific investigation and reasoning.

(B) Matter and energy.

(C) Force, motion, and energy.

(D) Earth and space.

(E) Organisms and environments. Students will understand the relationship between living organisms and their environment. They will understand that organisms are living systems that maintain a steady state that can be interrupted by internal or external stimuli. Students learn that all organisms obtain energy, get rid of wastes, grow, and reproduce. During reproduction organisms pass traits onto the next generation. Students will understand that all living organisms are made up of cells. Students will compare plant and animal cells and understand the internal structures within them that allow them to obtain energy, get rid of wastes, grow, and reproduce in different ways. Students will understand that cells can organize into tissues, tissues into organs, and organs into organ systems. Students will learn the major functions of human body systems including a two-week unit on human reproduction. A letter will be mailed to parents announcing the dates of the unit; take-home assignments will provide parents an opportunity to discuss various topics with their children.

Science, Grade 7
HORIZONS

Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence as on-level and Level-1 students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open-ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

Science, Grade 8
On-level and Level-1

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6th, 7th, and 8th grade science. However, emphasis will be placed upon the *Earth and Space* strand within 8th grade science. These Earth science topics will also form the foundation in which we investigate the remaining four strands throughout the year.

The strands for Grade 8 include:

(A) Scientific investigation and reasoning.

(B) Matter and energy.

(C) Force, motion, and energy.

(D) Earth and space. Students identify the role of natural events in altering Earth systems. Cycles within Sun, Earth, and Moon systems are studied as students learn about seasons, tides, and lunar phases. Students learn that stars and galaxies are part of the universe and that distances in space are measured by using light waves. In addition, students use data to research scientific theories of the origin of the universe. Students will illustrate how Earth features change over time by plate tectonics. They will interpret land and erosional features on topographic maps. Students learn how interactions in solar, weather, and ocean systems create changes in weather patterns and climate.

(E) Organisms and environments.

Science, Grade 8
HORIZONS

Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence as on-level students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

SOCIAL STUDIES

Contemporary World Cultures, Grade 6 On-level and Level-1

Sixth-grade students will explore people, cultures and places of the contemporary world. Major units of study include geography and culture, the Americas, Europe, Russia, North Africa and Southwest Asia, Africasouth of the Sahara, Asia (India, Southeast Asia, Japan, China, North and South Korea), Australia and the Pacific Rim. Through the study of these world cultures, students will gain a better understanding of how history has influenced the development of current societies and how cultures use various ways to organize government and economic systems. While investigating regions of the world, students will study about geographical influences, citizenship as it relates to specific forms of government, the impact of science and technology on society, and unique customs including religious practices. Students will utilize social studies skills, such as interpreting maps, graphs, and political cartoons in every unit of study. Students in Level-1 follow the scope and sequence and the same units of study as on-level students; however, differentiation in Level-1 is accomplished through pacing, depth and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

Contemporary World Cultures, Grade 6 HORIZONS

Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience a culminating activity. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on contemporary world issues.

Texas History, Grade 7 On-level and Level-1

Texas history emphasizes the multi-cultural perspective of the state's history, including contributions by Native Americans, Europeans, Anglos, and other non-English speaking cultures. Students will study the history of Texas by exploring historical eras including cultures of Native Americans living in Texas prior to European exploration; European colonization and the era of mission-building; Anglo colonization; the Texas Revolution; the Republic; and statehood. After studying the Civil War period and Reconstruction, students focus on 20th-century Texas. Students also study the structure and functions of municipal, county, and state governments; explain the influence of the U.S. Constitution on the Texas Constitution; and examine the rights and responsibilities of Texas citizens. Texas History Level-1 is accomplished through pacing, depth, and complexity of assignments.Special emphasis will be placed on problem solving, roleplaying, simulations, and independent research incorporating the use of technology.

Texas History, Grade 7 HORIZONS

Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience a culminating activity. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles.

United States History, Grade 8 On-level and Level-1

Although emphasizing a chronological study of United States history from the early Colonial Period through Reconstruction, the eighth-grade curriculum incorporates many other social studies disciplines as well. These include the structure of United States government as defined by the Constitution;United States geography; the juvenile justice system; principles of good citizenship; and the American free enterprise system. Differentiation for students in Level-1 United States History, Grade 8 is accomplished through pacing, depth, and complexity of assignments. Special emphasis will be placed on problem solving, role playing, simulations, and independent research incorporating the use of technology.

United States History, Grade 8
HORIZONS

Prerequisite – HORIZONS Program identification

HORIZONS students follow the same scope and sequence and focus on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period giving students an opportunity to experience a culminating activity. These activities allow students to investigate subject matter at a deeper and more complex level. Culminating activities include special topics related to the current unit of study and usually focus on historical trends and principles

PHYSICAL EDUCATION

Physical Education, Grades 6, 7, and 8

The physical education program at the middle school level is designed to develop physical fitness, motor ability, sportsmanship, teamwork, and a knowledge of physical health and overall wellness. Also, as required by Senate Bill 42, the physical education program incorporates a coordinated health approach to preventing obesity, cardiovascular disease, and Type II diabetes. Input from physical educators, counselors, school nurses, nutrition specialists, and parents or community members are used to develop and refine the district's coordinated health program.

Primary aims of the physical education program are to teach basic skills and the rules of various sports and to encourage the enjoyment of physical activity. Efforts to promote a lifelong interest in physical fitness are achieved through instruction and the use of heart rate monitors, pedometers, and authentic assessments appropriate for students. The team sports of basketball, volleyball, softball, football, soccer, floor hockey, and team handball are taught. Also included in the physical education program are individual activities such as archery, badminton, tennis, dance, swimming, weightlifting, gymnastics, outdoor education activities, and other recreational games. The curriculum, as appropriate, is coeducational. A health-relatedphysical fitnesstest is administered at each grade level in the fall and spring.

At campuses where swimming pools are located, all incoming sixth graders will be required to pass a basic swimming test. Should a student fail to pass this basic test, they will be placed in a "learn to swim" class with others of the same ability. Swim classes will be three weeks in length and will be coordinated with the activity units in regular physical education. As well, aquatic enrichment opportunities will be provided to all students as part of the physical education curriculum at their campuses.

Students may also meet the physical education requirements if they participate in a district-approved Olympic caliber, off-campus training program. Contact the school counselor for more information.

Athletics, Grades 7 and 8

Seventh- and eighth-grade boys on the football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Seventh- and eighth-grade girls participating on the volleyball team, football team, basketball team, cross-country team, or track team receive credit for physical education if enrolled in athletics during the regular school day. Athletes are also expected to meet the objectives of the health-related/wellness portion of the physical education curriculum. Students enrolled in athletics must have a current physical on file with the coach.

In accordance with UIL rules, schools limit practice for in-season athletic activities to a maximum of eight hours per school week (Monday through Friday until 2:30 p.m.) per activity, in addition to a maximum of 60 minutes per school day, Monday through the end of the school day on Friday. Students may compete in athletics once outside of school Monday through Thursday. After 2:30 p.m. on Friday and on Saturday, practice time and/or competitions are not limited by UIL. A schedule will be provided regularly by the coach/school.

TECHNOLOGY APPLICATIONS

(Computer Literacy)

The Texas Essential Knowledge & Skills for the required Technology Applications course are integrated into the curriculum and taught in language arts, math, science, and social studies in 6th, 7th, and 8th grades.

PART II: Elective Courses

The electives for middle school students provide a wide range of choices to appeal to the varied interests displayed by children this age. The rich elective offerings complement the middle school curricular program, expanding the learning opportunities for students. Elective choices will be offered at each school based on student interest and staff qualifications.

A clock icon is used to designate elective courses requiring additional practice/rehearsal time outside of the regular school day.Schools will limit practice/rehearsal time to a maximum of eight hours per week, Monday through Thursday,per activity. Additional practices/rehearsals (beyond the eight hours) may be required after school on Friday and/or on Saturday. Competitions for these courses are generally scheduled on Friday and/or Saturday. Schedules for specific activities will be provided by the teacher.

LANGUAGE ARTS (Speech)

Professional Communications

(formerly Communication Applications)

Grade 7 or 8(½ High School Credit)*

Prerequisite: See page 4. **(1 semester)**

This high school credit speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Professional Communications blends written, oral and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting. This fast-paced semester course is designed for students who have met the academic requirements.

IntermediateProfessional Communications(½ High School Credit)*

(formerly Intermediate Communication Applications)

Grade 7 or 8 **(full year)**

Prerequisite: See page 4.

This high school credit speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Intermediate Professional Communications blends written, oral, and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting. This speech course is for students who are planning to participate in all aspects of play production and forensic competition which usually take place after-school and on Saturdays.

*Professional *Communications and the full year of Intermediate Professional Communications may be taken for the ½ (high school) **speech** credit required for graduation.*

Advanced Speech

Grade 8 **(full year)**

Prerequisite: Completion of Professional Communications or Intermediate Professional Communications and teacher recommendation

This course is a continuation and progression of Intermediate Professional Communications. Students will be given more challenging, higher-level activities involving the preparation, presentation, and evaluation of a variety of presentations that are appropriate for the professional and social setting. This speech course is for students who are planning to participate in all aspects of play production and forensic competition which usually take place after school and on Saturdays.

LANGUAGES OTHER THAN ENGLISH

***NOTE:** Students who successfully complete these courses while in middle school will receive high school credit. One-year foreign languagecourses require study skills and a desire to communicatein a second language. Early enrollment in a language allows students to continue language acquisition to a fifth or sixth year of study. Students who complete only the first year in 8th grade should plan to take the second year in 9th grade. Entrance criteria for some colleges may recommend three years of the same foreign language.*

Students may take any two levels of the same foreign language to meet the requirements for the RecommendedHigh School Program.

Prerequisites: See page 4.

MODERN LANGUAGES

French and Spanish

LevelIA, Grade 7 (½ High School Credit)
(full year)
Level IB, Grade 8(½ High School Credit)
(full year)

In this two-year program, students will complete the first semester of level one in 7th grade and the second semester in 8th grade. By providing two years to complete level one, students have the opportunity for extended time to build a good foundation to prepare them for continuing study in level two.

Level I **(1 High School Credit)**
Grade 7 or 8 **(full year)**

The goal of the study of beginning levels modern languages is communicative competence. This course introduces students to language and develops proficiency in speaking, listening, reading and writing. At the end of the course, students should be able to engage in simple conversations within the limits of practiced vocabulary and structure. Students will also gain perspective and insight into the cultures of the countries where the language is spoken. Classes are conducted in the language as much as possible.

Level II **(1 High School Credit)**
Grade8 **(full year)**

Level II provides opportunities to further develop proficiency in listening, speaking, reading and writing. Emphasis is placed on expanding accuracy in vocabulary and structure and on broadening knowledge of cultural understanding. Classes are conducted in the language as much as possible.

Spanish for Native Speakers II

(1 High School Credit)
(full year)

This course is for students whose native language is Spanish and will focus on refining grammatical skills, reading and writing. Students who successfully complete the course may enroll in Spanish IIIK, andIVAP for Native Speakers the following year.

Spanish for Native Speakers IIIK, IVAP

(2 High School Credits)
(full year)

This course is designed for Native Speakers of Spanish who have successfully completed the Level II course for Native Speakers. Students will complete the Spanish IIIK curriculum in the fall and the Spanish IV AP curriculum in the second semester. In addition to receiving two credits for successful completion, students will be prepared to take the Spanish Advanced Placement exam in the spring, if they choose to do so.

FINE ARTS

Art / Music / Speech (AMS)
(12 weeks each)
Art / Music / Theatre Arts (AMT)
(12 weeks each)

Schools will offer Art / Music / Speechor Art / Music / Theatre Arts, based on the certification of teachers available to teach the course.

Art 6 (AMS/AMT - 12 weeks)

This basic art course includes drawing, painting, design, and sculpture, as well as the study of artists, their ideas,and cultures. Emphasis on creative thinking and originality provides a foundation for future art courses.

Music 6 (AMS/AMT - 12 weeks)

This course is designed to introduce students to music. Experiences in reading and performing in unison, as well as in harmony are included. Reading techniques, ear training, vocal production, movement, and basic music theory are incorporated. Performance opportunities will be given to students as part of the course.

Speech 6 (AMS - 12 weeks)

Sixth-grade speech acquaints students with the basic principles of public speaking. It includes the study of the use of body and voice, the speaker-listener relationship, introduction to delivering a speech, storytelling, manuscript readings, pantomime, improvisation, puppetmaking, and creative dramatics.

Theatre Arts 6 (AMT- 12 weeks)

This introductory course in drama provides students opportunities to participate in creative dramatics activities such as pantomime, improvisation, characterization, role playing, original dialogue, and storytelling. Emphasis will be placed on a variety of in-class student performances and presentations.

VISUAL ARTS

NOTE*: Students are responsible for purchasing basic art supplies in addition to the items provided by the school. Teachers will hand out a list of required supplies the first week of school. Some supplies that get used up during the course of the year may need to be replenished by each student, as needed.*

Art
Grade 6 **(full year)**

This course is recommended for students who want to take three years of art in middle school, and earn the Art I high school credit in grade 8.

Sixth Grade Art is a comprehensive, full-year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on art production, incorporating the study of artists and styles, the elements of art, and principles of design. Each student will maintain a portfolio.

Art Design
Grade 7 or 8 **(1 semester)**

In this one-semester course, students will draw, paint, and sculpt to create two- and three-dimensional works.

Art
Grade 7 or 8 **(full year)**

This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary.They will also develop the skills necessary forcommunicating ideas and emotions through art. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses.Each studentwill maintain a portfolio.

Advanced Art
Grade 7 or 8 **(full year)**

Prerequisite: Successful completion of previous art course and portfolio approval by art teacher

This advanced course is for experienced seventh- or eighth-grade students. It offers an in-depth study of concepts directly related to the elements of art and principles of design. Students' direct observation, personal experience, and imagination provide the basis for solutions to artistic problems. These problem-based assignments include influences of history and culture on artists and their work along with evaluation of artworks. Each student will maintain a portfolio.

Art I **(1 High School Credit)**
Grade 8 **(full year)**

Prerequisite: See page 4.

This high school level course emphasizes drawing and painting and provides a foundation for subsequent art courses. Course work will focus on the elements of art and principles of design through a variety of media and creative problem-solving assignments.Art history and critiques are integrated in the curriculum. Development of a portfolio is required. One full credit (2 sequential semesters) must be earned in Art I for entry into a Level II art course in high school. Students will receive course information and a list of required supplies at the beginning of the course.

This course will satisfy the fine arts graduation requirement for the Recommended High School Program.

THEATRE ARTS

Theatre Arts, Grade 6 **(full year)**

This full year theatre arts program in 6th grade will provide an opportunity for students to explore and master skills in creative dramatics. Classroom activities include pantomime, improvisation, characterization, role playing, original dialogue, puppetry, costume and set design, and play production. Emphasis will be placed on a variety of in-class performances and presentations.

Students will have the opportunity to audition for productions and/or participate in tournaments. These events will require additional preparation after school hours.

Schools will offer full-year theatre arts in grade 6 based on teacher certification and availability of teachers to teach the course.

Beginning Theatre Arts
Grades 7 or 8 **(1 semester or full year)**

This beginning course covers the fundamentals of theatre production. Students will be introduced to beginning acting techniques and expressive use of body and voice through a variety of experiences. The students will have opportunities to relate theatre to history, society, and culture. Oral interpretation of literature performance, and audience etiquette opportunities will be provided.

Intermediate Theatre Arts

Grade 7 or 8 **(full year)**

Prerequisite: Sixth-grade Theatre Arts, AMS, AMT or Beginning Theatre Arts and Speech or Theatreteacher recommendation

This course is a continuation and progression of the Beginning Theatre Arts course. Students will be given more challenging, higher-level activities involving acting, oral interpretation, technical aspects of staging performances, and audience etiquette. This theatre course is designed for students who are planning to participate in all aspects of play production and forensic competition which usually take place afterschool and on Saturdays.

Advanced Theatre Arts

Grade 8 **(full year)**

Prerequisite: Intermediate Theatre Arts and Speech or Theatre teacher recommendation

This advanced course is for eighth-grade students who have a desire to be involved with play productions and compete in theatre events at tournaments. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after-school rehearsals and competitive events which usually take place on Saturdays.

MUSIC

BAND

Middle school band is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a woodwind, brass, or percussion instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head band director on each campus for each band. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of band are offered on each campus. Placement is by performance criteria established by the band staff on each campus and may include an audition.

Beginning Band

Grades 6, 7, and 8 **(full year)**

No previous experience is required for entry into this band. Students are taught the basic skills of playing an instrument and music reading.Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted in the spring. Every effort is made to honor the instrument request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program.

Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available.

Students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts.

Training Band

Grades 7 and 8 **(full year)**

Prerequisite: Teacher approval

This band is designed for students with needs for more individual attention and development of skills. Students may advance to higher levels of band based on meeting criteria established by the director. The criteria may include an audition. If concerts are performed by this band, a few after-school rehearsals may be required.

Cadet Band

Grades 7 and 8 **(full year)**

Emphasis on development and refinement of basic individual and ensemble skills is the focus of cadet band. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Students in the cadet band have limited requirements for rehearsals and performances outside the school day. The number of rehearsals and performances is determined by the director. Students may participate in CFISD Solo and Ensemble Contest, concerts, CFISD Pre-UIL Festival, and/or other festivals as determined by the director.

Concert II Band
Grades 7 and 8 (full year)

Students in this band continue to develop and refine basic individual and ensemble skills as well as experience more performance opportunities. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Performance requirements may include 3-5 concerts, CFISD Solo and Ensemble Contest, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Weekly, 1-hour section rehearsals may be required with additional full band rehearsals required leading up to major performances.

Concert I Band
Grades 7 and 8 (full year)

Students in this band continue to develop and refine basic individual and ensemble skills as well as begin to learn more advanced concepts and skills. More performance opportunities are experienced. Advancement to higher levels of band is possible by students meeting criteria established by the director and may include an audition. Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Students may also participate in CFISD Solo and Ensemble Contest, CFISD Honor Band Auditions, and the All-Region Band Auditions with director approval. Weekly, 1-hour section are required with additional full band rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

Symphonic Band
Grades 7 and 8 (full year)

Symphonic band is the top performing ensemble in the band program. Performances take place throughout the year and will include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation in CFISD Solo and Ensemble Contest, CFISD Honor Band auditions and All-Region Band auditions may be expected. Weekly, 1-hour section rehearsals are required with additional full band rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

ORCHESTRA

Middle school orchestra is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a string instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances are requirements of many of these classes. Specific calendars of rehearsals and performances are available from the orchestra director on each campus for each level of orchestra. Calendars are distributed at the beginning of the school year and updated as needed. Two to four levels of orchestra are offered on each campus. Placement is by performance criteria established by the director on each campus and may include an audition.

Beginning Strings
Grades 6, 7, and 8 (full year)

No previous experience is required for entry into beginning strings. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the director. A personal interview of the student and parents is conducted. Every effort is made to honor the request of the student. Each director tries to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the orchestra program.

Students playing violin, viola, and cello furnish their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the director. A limited number of school-owned cellos and basses are available.

Students with financial needs should contact the director at the school.The students perform 1-3 concerts per year. Some after-school rehearsals are required to prepare the concerts. Students may also participate in the CFISD Novice String Solo and Ensemble Contest.

Concert Orchestra
Grades 7 and 8 (full year)

Emphasis on development and refinement of basic individual and ensemble skills is the focus of Concert Orchestra. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition. Students in the concert orchestra have limited requirements for rehearsals and performances outside the school day. The number of rehearsals and performances is determined by the director. Students may participate in CFISD Solo and Ensemble Contest, concerts, CFISD Pre-UIL Festival, and/or other festivals as determined by the director.

Philharmonic Orchestra
Grades 7 and 8 (full year)

Students in this orchestra continue to develop and refine basic individual and ensemble skills as well as experience more performance opportunities. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition. Performance requirements may include 3-5 concerts, CFISD Solo and Ensemble Contest, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Weekly, 1-hour section rehearsals may be required with additional full orchestra rehearsals required leading up to major performances.

Symphony Orchestra
Grades 7 and 8 (full year)

Students in this orchestra continue to develop and refine basic individual and ensemble skills. More advanced concepts and skills are introduced. Music of various styles is studied and performed. Students are exposed to music history as well as basic music theory and terminology. More performance opportunities are experienced. Advancement to higher levels of orchestra is possible by students meeting criteria established by the director and may include an audition.

Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation in CFISD Solo and Ensemble Contestand the All-Region Orchestra Auditions may be expected. Weekly, 1-hour section rehearsals arerequired with additional fullgroup rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

Chamber Orchestra
Grades 7 and 8 (full year)

This is the top performing ensemble in the orchestra program. Advanced musical concepts are introduced and refined. Music from the Baroque to the present is studied and performed. Students are exposed to music history as well as basic music theory and terminology. Performances take place throughout the year. Performance requirements include 3-5 concerts, CFISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the director. Participation inCFISD Solo and Ensemble Contest, and All-Region Orchestra Auditions may be expected.Weekly,1-hour section rehearsals are required with additional full group rehearsals required leading up to major performances. Individual help is offered to students participating in individual events.

CHOIR

Middle school choir is a course of study which introduces and develops musical concepts and skills related to choral music. Students learn to sing and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the head choir director on each campus for each choir. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of choir are offered on each campus. Placement is by performance criteria established by the choir staff on each campus and may include an audition.

Choir
Grade 6 (full year)

Choir is open to both boys and girls interested in singing and learning the basics of singing. Students will learn and develop proper vocal technique and music reading skills in order to perform many difference types of music from popular to traditional. Performance opportunities will include public concerts throughout the year, a spring festival competition, and a spring musical or pop show.

Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

Choral Music

Grade 7 and 8 **(full year)**

Prerequisite: Any student interested in choral music may enroll.

Emphasis on development and refinement of basic individual and ensemble skills is the focus of this class. Students will continue to develop basic ear training/listening skills, vocal production, music reading, and musicianship. Advancement to higher levels of choir is possible by students meeting criteria established by the head choir director and may include an audition. Performance requirements may include several concerts, Solo and Ensemble Contest, Pre-UIL Festival and UIL Concert, and Sightreading Contest. This course will be tailored to the needs of the individual choral program. Attendance at outside-school rehearsals and performances will be an expectation of this class. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

Tenor/Bass Choir and Treble Choir II

Grades 7 and 8 **(full year)**

Prerequisite: Any student interested in choral music may enroll.

These performing groups give the student training and experience in being a member of a specialized group. Emphasis is placed on two- and three-part music and includes a variety of styles from the traditional contest literature to the lighter form of contemporary music unique to the male and female voice. A continuation of experiences in performing as a soloist and ensemble member is emphasized. In this course, students continue to develop basic ear training/listening skills, individual/ensemble skills, vocal production, music reading, and musicianship. Students will develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will participate in a variety of concerts throughout the yearas well as solo and ensemble contest, All-Region choir auditions, community programs, and UIL Concert and Sight Reading competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

Treble Choir I

Grades 7 and 8 **(full year)**

Prerequisite: Director approval or audition required

In this more advanced course, students extend their ear training/listening skills, individual/ensemble singing skills, vocal production, and music reading. The music taught spans the Renaissance Period to the popular music of today. A continuation of experiences in performing as a choir member, soloist, and ensemble member is emphasized. Students will further develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will study the historical and cultural significance of works performed and will do qualitative analysis of choral literature. Students in this course will participate in a variety of curricular and extracurricular concerts throughout the year as well as solo and ensemble contest, All-Region choir auditions, community programs, and UIL Concert and Sight Reading Competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

OTHER ELECTIVES

Touch System Data Entry

Grade 7 or 8 **(½ High School Credit)**
(1 semester)

Touch System Data Entry is strongly recommended before taking any of the required high school technology applications courses. This course develops keyboarding skills (using the touch method) and formatting skills (arrangement, placement, and spacing of common business documents) that all students need for personal applications as well as for success in the workplace.

Business Information Management I

Grade 8 **(1 High School Credit)**
(full year)

Prerequisite: Touch System Data Entry(Keyboarding)

Business Information Management I prepares students to apply personal, interpersonal, and technology skills in other content areas, the workplace, and postsecondary education. The applications utilized in this course include word processing, spreadsheets, multimedia presentations, databases, Internet research, and a look at emerging technologies. While an emphasis will be placed on

simulations related to business, finance, and marketing, this introductory technology course is appropriate for students whose career interests fall within any of the career clusters.

Additional supplies or project fees may be required.

Principles of Human Services and Hospitality/Tourism
Grade 8 **(1 High School Credit)**
(full year)

Principles of Human Services & Hospitality/Tourism allows students to explore careers in the Human Services and Hospitality/Tourism clusters. The industries in both of these clusters focus on taking care of people's personal and recreational needs. The fall semester will highlight careers in the Human Services cluster, including child care and development, services for families & community, and personal care. Exposure to these careers will include hands-on experiences with infant simulators, nutrition, and other activities related to taking care of personal needs. The spring semester will highlight careers in the Hospitality/Tourism cluster, including those in the culinary, hotel and travel industries. Exposure to these careers will include hands-on experiences with providing the complete dining experience and planning that perfect vacation. The skills common to careers in both clusters, such as making good decisions, ethics, working with others, ***managing resources,*** and what it takes to get the job you desire, will be addressed in activities throughout the year. Upon completion of this course, students will have the foundation necessary to pursue a sequence of advanced/specialized courses in high school that will refine their knowledge and skills in a particular industry--whether that be working with children, focusing on sociology & psychology, getting your Cosmetology license, assisting others with their travel and recreation, or becoming the next great chef.

- The fall semester will transcript as 1/2 high school credit in "Principles of Human Services."
- The spring semester will transcript as 1/2 high school credit in "Principles of Hospitality & Tourism."
- A lab fee may be required for this course.

Career Portals: Family and Consumer Sciences
Grade 7 or 8 **(1 semester)**

This course is designed to provide students with information and instruction for introductory skill competencies in the five Family and Consumer Sciences career clusters: 1) Human Services, 2) Hospitality and Tourism, 3) Education and Training, 4) Architecture and Construction, and 5) Arts/AV, Technology and Communications.

Students will explore college and career planning for job-related positions in the fields of education, culinary arts, fashion design, interior design, hospitality/hotel management, and child care services. In addition, they will research labor market information, learn job-seeking skills, and create documents required for employment (resumes, applications, etc.). Also, students will set realistic goals and develop professional skills needed for success in college, on-the-job, and in life. Technology is incorporated into the curriculum.

Additional supplies or project fees may be required.

Concepts of Engineering andTechnology
Grade 7 or 8 **(1 High School Credit)**
(full year)

Concepts of Engineering and Technology provides an overview of the following fields—science, technology, engineering, and mathematics—and how they are related. Students will use a variety of hand tools, power tools, machinery, computer hardware, and software applications to complete assignment and projects individually or with teams. Upon completing this course, students will be able to make informed decisions regarding future career and technology courses.

Additional supplies or project fees may be required.

Principles of Manufacturing
Grade 7 or 8 **(1 High School Credit)**
(full year)

Principles of Manufacturing will allow students reinforce, apply, and transfer academic knowledge and skills to a variety of interesting, relevant activities and problems in a manufacturing setting. Students will design, produce, and assess products, services, and systems. They will use a variety of hand tools, power tools, machinery, computer hardware, and software applications to complete assignments and projects individually or with teams.

Additional supplies or project fees will be required.

LOCAL ELECTIVES

Students may enroll in only one local elective per semester.

Introduction to Web Mastering
Grade 8 **(1 semester; local elective)**

Prerequisite: Application and interview with the teacher

This course is designed to provide the students with the fundamental techniques for creating, designing, and maintaining web pages. Students will be introduced to html as a web programming language. Projects will incorporate web development software and the digital camera. This course is recommended for students planning to take Web Mastering in high school.

Introduction to Computer Science
Grade 8 **(1 semester; local elective)**

Prerequisite: Application and interview with the teacher

This course is designed to provide students with an introduction to computer programming. Students will utilize environments such as:

- Scratch (http://scratch.mit.edu) and
- Alice (http://www.alice.org)

to learn the basics of programming in the language of Java. This course is recommended for students planning to take Computer Science in high school.

Exploring Foods and Fabrics
Grade 7 or 8 **(1 semester; local elective)**

Prerequisite: Career Portals: Family and Consumer Sciences

This course is a two-part, hands-on semester course. One segment of the course includes instruction in foods and nutrition with skill development in food preparation lab experiences. The second segment includes an introduction to the study of fabrics and the fashion design industry coupled with sewing lab experiences. Technology is incorporated into the curriculum.

Additional supplies or project fees may be required.

NOTE: *The two computer technology courses listed next will be offered at middle school based on teacher certification and student interest.*

Newspaper
Grades 7 and/or 8 **(1 semester or full year; local elective)**

Prerequisite: Counselor or teacher approval

Students develop entry-level journalism skills as they prepare and publish a school newspaper. Emphasis is placed on basic journalistic writing skills, proofreading, interviewing, and layout preparation. Strong language arts skills are required.

Yearbook
Grades 7 and/or 8 **(1 semester or full year; local elective)**

Prerequisite: Counselor or teacher approval

In this entry-level publications class, students will become adept in their understanding and use of media, technology, and publishing software. They will develop skills in writing journalistic texts, proofreading, interviewing, and preparing layouts to be published.

Teen Leadership
Grade 7 or 8 **(1 semester; local elective)**

Teen Leadership is an activity-oriented course that emphasizes leadership, personal responsibility, and business skills. Students will learn appropriate and effective techniques necessary to enhance self-concept and build healthy relationships. Students will also experience the opportunity of understanding emotional intelligence through self-awareness, self-control, self-motivation, and social skills. Teen Leadership provides students with a forum for public speaking, communication, and personal image. Students will acquire an understanding of principle-based decision-making and the effects of peer pressure. Problem-solving skills and goal-setting will be used to prepare students to be productive and effective family members and citizens.

NOTES

Public Notification of Nondiscrimination in Career and Technical Education

Cypress-Fairbanks ISD offers career and technical education programs in trade and industry, agri-science, business computer information systems career preparation, health science technology, technology education, and family and consumer sciences.

Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Cypress-Fairbanks ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technology programs, service, activities, and employment as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended. Cypress-Fairbanks ISD will take steps to ensure that lack of English language skills will not be a barrier to admission to and participation in all educational and career and technology programs.

For information about your rights or grievance procedures contact Dan McIlduff at 281-897-6416 or Teresa Hull at 281-897-4030.

Comunicado público sobre la no discriminación en la educación profesional y técnica

El Distrito Escolar Independiente Cypress-Fairbanks ofrece programas de educación profesional y técnica para negocios e industrias, ciencias agrarias, preparación profesional en sistemas de informática y computación comercial, tecnología para la salud y ciencias familiares y de consumo.

La admisión a estos programas se basa en el interés del alumno, su edad y su grado, según lo establece la Agencia de la Educación de Texas.

La política del distrito es de no discriminar por motivos de raza, color, origen de procedencia, sexo o impedimento, en sus programas profesionales y de educación tecnológica, servicios o actividades y en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973 según enmienda. El Distrito Escolar Independiente Cypress-Fairbanks tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del idioma inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y en los programas de educación profesional y tecnológica.

Para más información acerca de sus derechos o de los procedimientos para presentar quejas, comuníquese con Dan McIlduff llamando al 281-897-6416 o con Teresa Hull llamando al 281-897-4030.

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